

2023 SIX-YEAR PLAN NARRATIVE (Part II)

INSTITUTION: Old Dominion University

OVERVIEW

The six-year plan should describe the institution's goals as they relate to the Commonwealth's goals as articulated in the *Pathways to Opportunity: The Virginia Plan for Higher Education*; the Higher Education Opportunity Act of 2011 (TJ21); the Restructured Higher Education Financial and Administrative Operations Act of 2005; and the Governor's objectives to prepare every graduate for success in life. Please use this opportunity to outline your institution's plans and objectives, especially as they relate to the Commonwealth's goals.

The instructions within the institutional mission and priorities section below ask for specific strategies related to affordability and access to quality postsecondary education that prepare students for success in life. Other sections offer institutions the opportunity to describe additional strategies to advance institutional goals and Commonwealth needs.

Please be comprehensive but as concise as possible with responses; you are encouraged to use bullet points vs. prose. Consider this a starting point for the dialogue with OpSix; you will have the opportunity to further elaborate on the narrative in your review sessions later this summer.

Please save this narrative document with your institution's name added to the file name.

SECTION A: MISSION & PRIORITIES

Key question: What are your institution's unique strengths and how do those inform your strategic priorities?

A1. What is your institutional mission? Please share any plans you have to change your mission over the six-year period.

Old Dominion University (ODU) is a very high research activity public research university located in Coastal Virginia. Our world-class faculty fosters dynamic on-campus and global online learning for undergraduate and graduate students that enriches their lives, promotes insightful and perceptive leadership, and motivates the pursuit of excellence in dedicated fields and professions. We collaborate with strategic partners to address challenges and propose solutions that impact the economy, environment, health and wellness, and social justice. In pursuit of equity and inclusion, ODU provides opportunities for educational, artistic, and professional growth to our diverse Monarch community.

Our core values are accessibility, collaboration, global engagement, inclusion, innovation, and respect.

Our vision for the future is to be a forward-focused public research university that is both innovative and entrepreneurial in propelling Old Dominion University to national and international prominence.

A2. What are your institution's greatest strengths and areas of distinctiveness that it should continue to invest in? What are your institution's greatest opportunities for improvement?

Old Dominion University's strengths and areas of distinctiveness include its success in graduating STEM-H students, long history of distance/online education, emphasis on leveraging regional assets to produce internationally recognized programs and research, and culture of innovation. Across all higher education institutions in Virginia, ODU graduates the second highest percentage of STEM-H graduates. Many of these degrees were earned through distance learning programs.

Additional areas of distinctiveness include -

- The pending integration with Eastern Virginia Medical School
- The creation of the School of Data Science

Opportunities for improvement include the following:

- Updating the institution's general education requirements in a way that reimagines instruction and employs more contemporary approaches to support student learning and better prepare students for the future.
- Increasing targeted hiring for specific academic, operational, research, and service needs and anticipated areas of institutional growth.
- Creating new revenue streams and attracting grants through new program initiatives, innovative campus facility use agreements, and local partnerships.
- Jump-starting research and industry opportunities by developing projects to generate mutually beneficial regional and global partnerships and collaborations.
- Increasing opportunities for paid experiential learning to engage students and benefit the community.

A3. What are the top 3-5 strategic priorities you are currently pursuing or planning to pursue in the next six years? Please explain how each strategy relates to the strengths and/or opportunities for improvement mentioned above and will ultimately drive better outcomes for students.

- **Establish the Eastern Virginia Health Sciences Center**

Once completed, the merger will have several impacts on local students and the Hampton Roads community including –

- Strengthening the pipeline of medical education and associated degrees, which will aid in addressing healthcare access disparities in Hampton Roads.
- Facilitating greater research collaboration among faculty at ODU and EVMS, as well as medical students and graduate students.
- Attracting faculty who will provide an enhanced educational experience for undergraduate and graduate students.

- **Expand Economic Impact through research expansion**

Capitalizing on the University's recent R1 status, a focus on research infrastructure will drive external investment in the region, support local industry and increase local and state tax revenues, and serve to recruit and retain best-in-class faculty. Specific strategies include -

- Developing infrastructure to support faculty.
- Targeting emerging research areas.
- Incorporating scholarship in arts and humanities into sciences, engineering, and other fields.

- **Grow ODU as a Data Science Hub to serve student and industry demand in Hampton Roads**

Hampton Roads has an especially high demand for data science expertise, from national labs, finance, industry, health care providers, military centers, and maritime-related industries. To address the need for highly-compensated professionals in this field, the University is focused on –

- Leveraging a new school of data science to grow enrollment.
- Hiring faculty and support staff to respond to anticipated student and industry demand.
- Concentrate on interdisciplinary skills that graduates will need throughout their careers.

- **Maximize Student Access, Affordability, and Degree Completion**

The University is fully committed to continuing to serve its unique student population in the most cost-effective way possible. Ongoing and planned efforts in this area include -

- Providing affordable alternative pathways to degrees by growing fully online enrollment.
- Investing in tutoring, career services, and other support services to promote retention and on-time degree completion.
- Engaging in a comprehensive review of the University's cost model to ensure cost-effectiveness.

- **Promote Academic Innovation and High-Impact Experiences through Experiential Learning Opportunities**

The newly created Monarch Co-op and Internship office will serve to-

- Develop cross-campus partnerships and assess internship programming.
- Provide internship advising and coordinate internship placements.
- Build relationships with local industry to identify work-based learning opportunities.

A4. What support can OpSix provide to help you achieve those strategies? Please include both budget and policy requests and reference Part I of your submission where appropriate.

- ODU is committed to minimizing tuition increases and maintains the fourth-lowest tuition and E&G fees among public Virginia institutions.
- According to the most recent SCHEV Base Adequacy calculations, ODU was the only institution below the “base adequacy” benchmark.
- At the same time, growth in the VMSDP program has increased the cost of foregone revenue from \$1.8M in FY18 to \$9.1M in FY23.
- Taken together, these factors limit ODU’s ability to make strategic investments. As demonstrated in Part 1, the 4.8% increase in tuition for FY24 is not sufficient to cover ongoing operations, and reallocations from mission-critical functions needed to cover salary and fringe increases, utility escalation, and strategic initiatives.
- State investment will allow ODU to make needed investments in academic, student success, and research strategies identified in Part 1.

SECTION B: STRATEGIC DEEP DIVE – ENROLLMENT VOLUME & COMPOSITION

Key question: How is your institution managing enrollment in light of state and national trends, and what are the financial implications?

B1. What do you see as the primary drivers of recent enrollment trends for your institution? Please reference any specific academic programs that have had a significant (positive or negative) effect on enrollment, if relevant.

Enrollment projections are primarily based on the longitudinal data regarding various subsets of the records and their academic behavior over time. Specific factors impacting current projections include the following:

- An overall decline in undergraduate enrollment is attributed to strategic changes in application of the freshman class target size. It is also partially explained by the decline in retention and persistence rates, which are recovering incrementally. Another aspect of the phenomenon is the decline in student progression rates during the pandemic.
- The University is making deliberate efforts to increase fully online enrollment.
- Degree production shows a decline due to smaller upper level on-campus undergraduate enrollment. The negative impact of this decline is expected to be offset by the growth in online enrollment

B2. Please summarize your enrollment management strategy moving forward and the specific actions (if any) you are taking to implement that strategy.

ODU's enrollment projections incorporate a slight decline in the high school graduate population. To balance this decline, ODU's enrollment strategy includes investment in alternative delivery methods, growth of in-demand programs, and a shift in admissions policy to ensure institutional student support resources are used to maximize effect.

The University's future enrollment strategy includes the following actions -

- Growing fully online enrollment, focusing on developing degree programs that are in high demand for online instruction.
- Implementing a more deliberate admissions approach to reduce admittance of students who are unlikely to persist and graduate.
- Incorporating current EVMS enrollment and leveraging the merger to grow enrollment in the newly created Eastern Virginia Health Sciences Center.

B3. How ambitious/realistic/conservative are the enrollment projections you most recently submitted to SCHEV? What are the greatest unknowns or risks that could lead enrollment to differ significantly from your projections? Please reference national and statewide enrollment trends/projections and cite any other data (e.g., regional trends, performance of prior enrollment strategies) that informed your projections.

- Enrollment projections are based on longitudinal data for various subsets of records, however there is uncertainty regarding the return of trends to pre-pandemic levels.
- It is unknown how the shift in the distribution between campus-based and online enrollment will affect retention, persistence, progression, and completion.
- Future freshman classes will undergo greater selectivity with a goal of improving the likelihood of student success and preventing applicants from incurring costs for unfinished degrees. The total impact of this shift is unknown.
- The usual methods of enrollment projections are not able to account for the merger with EVMS and any immediate or future enrollment impact.

B4. Explain the implications of your enrollment strategy on your institution's financials. Please consider impacts on both revenues (e.g., discounting, financial aid, net tuition revenue) and expenditures (e.g., costs to implement enrollment management strategies, costs of enrolling more students or students with different needs, cost-per-student impact of flat/decreased enrollment).

- A modest decline in undergraduate enrollment due to greater selectivity will have a negative impact on revenue, however the class of students who would not be admitted are unlikely to persist to degree, so the tail of the effect is short.
- A focus on student success and retention will incur costs associated with counseling, advising, and coaching.
- Growth in high-demand online programs is expected to counterbalance the admission policy decision. Online growth will require institutional investment in faculty, support staff, and technology.

SECTION C: STRATEGIC DEEP DIVE – PROGRAM ALIGNMENT & PERFORMANCE

COMPLETION OUTCOMES

Key question: How is your institution supporting all students to succeed in completing their degree in a timely manner?

C1. What are your highest-priority completion outcomes targets, both overall and for particular student segments? Please include aspirational targets, realistic expectations, and qualitative targets and specify by when you are aiming to meet those targets (e.g., X% 6-year graduation rate for Pell students by 2030).

ODU adopted the following graduation and retention goals in its 2023-2028 strategic plan:

- Increase graduation rate from 48% (2022) to 57% by 2028.
- Increase year one to year two retention rate from 74% (2022) to 82% in 2028.
- Realize 100% student participation in work-based learning opportunities prior to graduation by 2027.

C2. What specific strategies/actions are you planning to take to achieve those goals? How will you draw on successes/challenges from your prior completion outcome improvement strategies?

ODU is taking a number of steps to address persistence and completion goals, including-

- Increased tutoring, success coaching, and peer success services, with a specific focus on first- and second-year students and courses with especially high drop, fail, and withdraw rates.
- Establishing an Associate Registrar for Enrollment Services position to manage withdrawal and stop-out enrollment.
- Investment in support services for digital learning programs, including support for advising, student success for freshmen populations, and targeted support for special populations such as international and military students.

C3. How will you use existing/recently provided resources to execute those strategies? Will you be requesting incremental state resources? Please state the request and rationale and explicitly tie to Part I of your planning template.

Due to the critical nature of this work, ODU is dedicating existing and planned nongeneral funds to advancing student persistence and graduation. If state support is provided for operations per the general fund requests in Part 1, it will allow the institution to develop the office and meet its goals with minimal additional tuition funds needed, thereby reducing the need for planned tuition increases.

POST-COMPLETION OUTCOMES

Key question: How is your institution preparing all students for success beyond completion (e.g., career preparation)?

C4. Please explain how you monitor post-completion outcomes (e.g., employment rates, wage attainment, debt load, upward mobility). What data do you collect? What metrics are you monitoring most closely? What do the data reveal about your institution's greatest strengths and areas for improvement with respect to post-completion outcomes? Please include any relevant data/reports in the appendix or as a separate attachment, including any data that captures outcomes by school/department/program.

- ODU administers the First Destination Survey (FDS) to graduates 3, 6, and 12 months after their graduation.
- The FDS records employment or continuing education status, occupation, industry, compensation, location, degree-relevancy, and internship experience (including whether an internship led to employment).
- The FDS illustrates the University's success in placing students into high-demand fields and occupations, including information technology, education, and health, pharmaceuticals, and biotech.
- The FDS highlights the importance of internship opportunities and pathways – in the most recent survey, 51.4% of respondents reported that their internship experience(s) led to employment opportunities.
- The Fall 2022 FDS is attached.

C5. What specific strategies/actions, including potential changes to your program portfolio or curriculum, are you planning to take to maximize the career readiness and job attainment of all students across programs of study, including increasing early career exposure for students (e.g., internships) during their time at your institution? How will you draw on successes/challenges from prior initiatives?

- In response to feedback from several focus groups with the local business community, ODU has created the Monarch Co-op and Internship Office to support the goal of every graduate completing an internship by 2027.

C6. How do you intend to use existing/provided resources to execute those strategies? Will you be requesting incremental state resources? Please explicitly tie to Part I of your planning template.

Due to the critical nature of this work, ODU is dedicating existing and planned nongeneral funds to growing the Monarch Co-op and Internship Office. If state funding support is provided for operations per the general fund requests in Part 1, it will allow the institution to develop this office and meet its goals with minimal additional tuition funds needed, thereby reducing the need for planned tuition increases.

WORKFORCE ALIGNMENT

Key question: How are your institution's programs of study and degree conferrals aligned with the evolving talent needs of the Commonwealth?

C7. For which specific workforce needs is your institution best positioned to supply talent, based on regional, industry, or occupation alignment?

ODU is best positioned to supply talent in the following areas:

- Engineering and technology
- Health Professions
- Education
- Business Analytics
- Computer Science
- Cybersecurity
- Data Science
- Supply chain, logistics, and maritime operations

C8. What specific strategies/actions is your institution planning to take to better align your program offerings or degree conferrals to current and projected workforce needs? Please provide a list of specific programs you intend to sunset or grow in the next 6 years to increase alignment, partnerships/initiatives you intend to launch or deepen, etc. If you intend to launch any new programs, please explain why your institution is particularly well-suited to succeed in that area.

ODU has engaged in five different strategies to align programs with workforce needs-

- Expansion of its focus on online learning through the development of the Division of Digital Learning.
- Collaboration with advisory boards to review and suggest changes to course syllabi and materials.
- Creation of the Office of the Associate Vice President for Corporate Relations, focused on developing and providing programming of specific need to businesses.
- Creation of the Monarch Co-op and Internship Office, with the goal of every graduate completing an internship by 2027.
- Development of two lab school proposals, focused on maritime and computer science.

The University has identified four undergraduate and six graduate programs for growth.

- Undergraduate programs include cybersecurity, computer science, nursing, and leadership (which serves as its degree completion program).
- Graduate programs include master's degree programs in cybersecurity, computer science, library science, public administration and doctoral degree programs in community college leadership and English.

The University continues to monitor low-enrolled programs, and is in the process of closing four programs:

- Modeling and Simulation (BS)
- Economics (BA)
- Occupational and Technical Studies (MS)
- Applied Sociology (MS)

At this point, the following are planned for closure:

- Graduate certificate in Arts & Entrepreneurship
- Graduate certificate in Health & Humanities
- Graduate certificate in Social Justice & Entrepreneurship
- Undergraduate major in Parks and Recreation Management
- Master's in Early Childhood Education

SECTION D: STRATEGIC DEEP DIVE – FINANCIAL EFFECTIVENESS & SUSTAINABILITY

AFFORDABILITY FOR STUDENTS & FAMILIES

Key question: How is your institution accounting for and improving affordability for students and families?

D1. What specific strategies/actions do you plan to take to improve affordability moving forward across your overall student body and priority subpopulations, and what is the expected impact? Please account for a broad range of factors including the full cost of attendance, net price, time to degree, debt load, etc.

ODU intends to maintain its status as one of the lowest-cost institutions in Virginia. Specific strategies include –

- Undergoing a comprehensive external review of the University’s cost model and examining a move from per-credit hour tuition to flat rate for full time, to incentivize students taking more credits per semester and reducing time to degree.
- Investing in and growing targeted online program offerings, to provide an alternative pathway for students seeking degrees in high-demand fields but who are not able to complete an on-campus degree, or who would be able to complete an online degree more quickly.

REVENUE

Key question: How is your institution approaching pricing and revenue management? What are the implications on long-term top-line financial health?

D2. Please explain the rationale behind your full pricing (i.e., published tuition & fees, including mandatory non-E&G fees) and financial aid award strategy (i.e., net tuition revenue projections). What data informed your assessment of T&F increase feasibility (e.g., market comparisons, student capacity to pay) and estimates of discounts/waivers/unfunded scholarships? What informed your strategy around financial aid awards, merit and need-based, particularly for various student segments by income level and academic preparation?

The included 6% increases are based on the following:

- Consideration of cost increases related to salary and benefit increases and inflationary escalators in nonpersonal services.
- Analysis of the higher education market in Virginia, wherein ODU remains the fourth lowest-cost institution (accounting for tuition and all mandatory fees), and the lowest-cost doctoral institution.
- Accounting for the impact of state investment in financial aid to reduce the net price for students.

Strategies for institutional aid and discounts/ waivers include -

- A reduction of tuition used for financial aid from \$8.3M in FY23 to \$3.3M in FY24, to keep more resources in E&G operations.
- A targeted approach of institutional merit aid focused on attracting high-performing students.
- Accounting for the rapid growth in VMSSDP waivers in recent years.

D3. What do you expect to be the impact of your pricing/discounting approach on enrollment numbers/mix (if any) and net tuition revenue moving forward and why?

The pricing / discounting approach is expected to have the following impacts:

- Increased enrollment of high-performing high school students due to focused merit awards.
- Decreased net tuition due to VMSSDP waivers.
- Possible increase in students taking fifteen or more credit hours, pending results of the external cost model review and potential move to a flat rate tuition.

COST EFFECTIVENESS

Key question: How has your institution maintained bottom-line financial health and focused investment on the levers that will drive improvements in student outcomes?

D4. Reflect on the categories/subcategories of cost that have recently experienced the most significant increases on an absolute or per-student basis. What have been the primary drivers of those increases? Please be specific and include supporting data.

The most significant driver of costs is salary and benefit increases.

- Between 2019 and 2022 the number of employees per student FTE decreased by 0.5%, but salary outlay increased by 3.4% (ODU Fact pack "Personnel #s and Costs Chart (C)")
- Salary increases of 5% in each year of the 2022-24 biennium have required an additional \$13M over FY22 amounts.

Other significant increases include the following:

- Waivers provided under the VMSSDP program have grown 400% between FY18 and FY23
- Utilities have increased 48% (\$7M) between FY18 and FY23
- Software maintenance has increased 101% (\$6M) between FY18 and FY23

D5. What specific strategies/actions do you plan to take to contain/reduce key costs and improve fiscal health going forward while improving student outcomes? What are your objectives and what have been your results to date of any already-launched initiatives? What is the expected impact and timeframe of these strategies? Include any short-term costs that would need to be incurred to implement the strategies.

Short Term Strategies

- The University has prioritized reallocations to reduce tuition increases. The Board-approved budget for FY24 includes \$4.76 million in reallocation within Education & General programs.
- Further development of online education options will enhance the University's ability to offer cost-effective education.

Long Term Strategies

- The University is undergoing a full-scale external review of its cost model, to include options for tuition restructuring.
- Low-enrollment programs are monitored for potential closure where appropriate.

D6. Provide information about your institution's highest-priority E&G capital projects and requests (including new construction as well as renovations) over the six-year plan period and how they align to your enrollment trajectory, student outcomes improvement plans, or other strategic priorities. Please also reflect on your current E&G facilities utilization (especially classrooms, labs, and student service areas), particularly in light of any recent trends that might impact space needs (e.g., enrollment trends, shifting learning modalities). How has square footage per student changed over time and why? What efforts have you made to reassess and further optimize the use of your existing facilities, and what has been the impact of those efforts to date? What do you intend to do in the next six years to increase utilization?

1. Construct Engineering & Arts Building

The Arts & Engineering Building will address an array of significant existing programmatic and building deficiencies across several academic colleges, while expanding the University's ability to prepare students for the challenges of today's society and changing workplace. The approximately 135,000-square-foot building will include state-of-the-art instruction, laboratory, studio, computer, and collaborative spaces that integrate the arts and the sciences and facilitate dynamic ways of teaching and research, along with office and other academic support functions. Specialty spaces will include an approximately 800-seat theatre with 50-seat orchestra pit and support spaces, instructional spaces, health science clinical lab spaces, engineering high bay space, visual arts studio spaces, and music and dance studio spaces. Construction of this facility will further the University's goal of incorporating arts and humanities scholarship into science and engineering scholarship and instruction.

2. Construct School of Data Science

The School of Data Science will include a technology-rich environment and include collaborative labs, classrooms, experiential learning spaces, research labs, and faculty/administration offices to support growth in data science, computing, and engineering. The building will expand the inventory of collaborative laboratories and learning spaces at the institution. Electrical and computer engineering, programs that have been constrained for years by limited and outdated laboratories and learning spaces, will be housed in the new building. The collaborative spaces will provide a setting where faculty and students from disciplines such as data science, mathematics, computing, engineering, cyber security, and manufacturing can work together to explore and apply data science strategies to a wide range of real-world problems as they relate to STEM-H professions. Bringing together these disciplines within a collaborative data science space that provides students the opportunity to learn about manufacturing, technology, and innovation will better prepare future graduates for multi-dimensional careers in computing, technology, and engineering.

SECTION E: BUDGET REQUESTS

E1. Provide additional information for any budget requests in Part I of your planning template that are not described elsewhere in your narrative.

ODU has two general fund budget requests:

1. Provide support to address base funding disparity. \$11,400,000 in each year.

The requested amount will make progress towards bringing the institution in line with other public institutions, and will allow for investment in targeted academic, research, and student success initiatives while mitigating need for tuition increases.

2. Provide funding to offset VMSPD waivers. \$9,114,010 in each year

As an institution that serves a large military population, growth in the VMSPD program has put a rapidly growing strain on institutional resources (\$1.79M in FY18 to \$9.11M in FY23). The waivers are currently offset entirely by tuition revenue, as no general fund is provided.

SECTION F: ECONOMIC DEVELOPMENT ANNUAL REPORT

F1. Provide a link to any report your institution has produced about its economic development contributions. You may also share it in the appendix or as an attachment

ODU contributes nearly \$2 billion to the regional economy each year. Details can be found on the University Impact site: [University Impact - Old Dominion University \(odu.edu\)](https://www.odu.edu/impact)

SECTION G: FREEDOM OF EXPRESSION AND INQUIRY, FREE SPEECH, ACADEMIC FREEDOM, AND DIVERSITY OF THOUGHT

G1. Provide a copy of any policy or reports your institution has produced and provide information about annual training or orientation related to this topic.

- University Policy Number 1011, last revised April 22, 2022, is available here: [1011: Freedom of Expression - Old Dominion University \(odu.edu\)](#)
- The University's Freedom of Expression Team meets at least once a semester to inform the University's response to incidents, and affords students ways to affirm their rights when their constitutionally protected speech is disrupted, including an online contact form students can use to report concerns or issues. The Freedom of Expression Team website is here: [Freedom of Expression Team - Old Dominion University \(odu.edu\)](#)

SECTION H: NEW SCHOOLS, SITES, AND MERGERS

H1. Provide information on any new instructional sites, schools, or mergers supported by all types of funding that your institution is considering or planning to undertake during the six-year period.

- ODU is in the process of finalizing a merger with Eastern Virginia Medical School to create the Eastern Virginia Health Sciences Center.
- ODU is opening the Virginia Beach Institute of Data Science in October 2023. The site will include classrooms for data science offerings, research labs, faculty offices, and the Coastal Virginia Center of Cyber Innovation. A proposal to offer a Bachelor of Science in Data Science has been submitted to SCHEV.

[OPTIONAL] SECTION I: RESEARCH

I1. [OPTIONAL] Highlight any strategic research priorities, programs, or key areas of investment (e.g., hiring plans, critical research agendas, interdisciplinary centers, business partnerships, commercialization efforts) and IP dissemination and commercialization priorities you intend to pursue over the next 6 years that have not already been mentioned in this narrative. What are the anticipated benefits to your faculty attraction/retention strategy, student value proposition, and the economic competitiveness of the Commonwealth?

ODU's recent R1 designation better positions the institution to recruit nationally prominent faculty with strong funded research portfolios and attract top undergraduate and graduate students. R1 status also strengthens faculty and institutional research proposals to federal agencies and other sponsors and has thus-far yielded a 20% growth in externally funded research expenditures over the metric that won R1 designation in 2021.

Specific areas in which ODU has recently invested internal funds include—

- Maritime - ODU provides leadership in securing federal funding support for designing workforce training pipelines for digital transformations in shipbuilding and repair, offshore wind energy, and multi-modal transportation, while also innovating uses of autonomous vehicles in sea/aerial environments.
- Data science and cybersecurity - ODU researchers are funded by agencies such as the Department of Defense and Department of Energy to apply artificial intelligence methods to Navy mission engineering challenges and offshore wind energy facilities (among other application areas), while also collaborating with regional businesses through innovation hubs in Newport News, Suffolk, Portsmouth, Hampton, and Virginia Beach.
- Coastal resilience - ODU researchers work closely with localities and state agencies to develop science-based, long-term plans for adaptation to climate change, demonstrating the efficacy of innovating local models to meet global resilience challenges.
- Population health - ODU researchers are collaborating closely with community-based organizations and Jefferson Lab data scientists to apply cutting-edge computational and Artificial Intelligence (AI) methods in a community-engaged way to reduce health disparities and inequities in Hampton Roads.

Over the next six years, ODU intends to grow capacity in AI – fostering partnership between the new school of data science and Jefferson Lab's new data science initiative. This combination would be among the strongest academic-federal AI research and training partnerships in the US. Funding for additional ODU faculty with AI expertise and a mandate to collaborate with federal and private sector partners would position Hampton Roads to attract startups and existing companies interested in an AI-trained workforce and AI-focused innovation to the region.

[OPTIONAL] SECTION J: COLLABORATION

J1. [OPTIONAL] Outline any existing or potential initiatives you have not already highlighted in this narrative that feature collaboration across public higher education institutions (and other state agencies as appropriate) in furthering the goals outlined in sections B-D. What is the expected impact and in what timeframe? What is the timeline for the initiative and how far along is it? What (if anything) would be required from a budget or policy perspective to facilitate the success of the initiative?

ODU is engaged in a collaborative effort with James Madison University (JMU) and Longwood aimed at helping professionals currently working in non-teacher roles in schools to obtain training to meet licensure eligibility, and to begin teaching immediately upon entering the program. JMU has piloted the program, in which participants complete fully online, non-credit teacher preparation coursework while also teaching during the day. At the end of the coursework, students will be eligible for full licensure. ODU is well-positioned to partner in this effort due to the institution's online capacity.

[OPTIONAL] SECTION K: STATE POLICY

K1. [OPTIONAL] Use this section to outline any state policy changes you have not already mentioned in this narrative that would enhance your ability to achieve greater success on the topics, strategies, and initiatives referenced in this narrative. What existing policies, if any, are hindering your ability to maximize outcomes and value for students? What new policies might create conditions that are more conducive to achieving those goals? What strategies or initiatives would these policy changes enable your institution to do or try that you are not yet able to do today? Please be as specific as possible.

Permitting Higher Education Equipment Trust Fund allocations to be used for cloud-based software would enhance ODU's ability to keep pace with technology needs of faculty and students. Cloud-based software has become an integral part of academic needs and is not currently eligible for the Higher Education Equipment Trust Fund.

[OPTIONAL] SECTION L: ADDITIONAL INFORMATION

L1. [OPTIONAL] Use this final section to provide any additional context and/or supporting materials you feel should be incorporated into the six-year planning process.

N/A